



The Sutton Academy

Knowledge Rich Curriculum Plan

Year 10 Hospitality & Catering



Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
Lesson 1 – Course Induction: Unit Overview, Kitchen Routines, Food Safety and Baseline Skills	Understand how Unit 1 is assessed by written examination and Unit 2 through controlled assessment. Apply personal preparation, kitchen routines, hygiene and cross-contamination controls before practical work. Complete baseline knowledge and skills checks and set a precise course target.	Unit 1: written examination Unit 2: controlled assessment Controlled assessment: work completed under set conditions Baseline: a starting point Cross-contamination: bacteria/allergens transferred from one food, surface or equipment to another	New Year 10 course. Students bring KS3 food-room routines, personal hygiene, weighing and basic practical-safety knowledge.	Baseline recall and confidence audit. Course-structure and kitchen-routine check. Applied food-safety scenario and teacher observation of preparation routines.	“Unit 1 is the written examination and Unit 2 is the controlled assessment. Controlled assessment still has set conditions and evidence requirements. Before any practical, personal preparation and cross-contamination controls are non-negotiable.”
Lesson 2 – H&C Providers: Commercial and Non-Commercial Provision / Practical – Victoria Sandwich	Define hospitality, catering and provision and distinguish commercial from non-commercial providers and residential from non-residential services. Classify providers using their main aim, customer group and services rather than relying on the name alone. Apply accurate weighing, creaming, baking and finishing to produce a consistent Victoria sandwich.	Hospitality: welcoming and looking after customers Catering: providing food and drink Provider/provision: a business or organisation providing H&C services Commercial: aims to make profit Non-commercial: service for a specific group Residential: offers accommodation	Lesson 1 course structure, kitchen routines and food safety. KS3 understanding of customers, food provision and accurate baking routines.	Provider classification and commercial/non-commercial scenarios. Exit ticket using accurate examples. Teacher observation of Victoria-sandwich accuracy, consistency and safe working.	“Commercial describes the provider's main aim—to make profit—not the quality of service. Non-commercial providers still control cost and standards but serve a defined group. Ask: does it offer accommodation, and is profit the primary purpose?”
Lesson 3 – Establishment Types and Provision: Pop-Ups, Stadia, Vending and Meals on Wheels / Practical – Doughnut Muffins	Classify establishment types and explain the provision offered by pop-up restaurants, stadia, vending machines and meals on wheels. Relate each provision to customer access, speed, location, service style and operational constraints. Apply accurate muffin mixing, portioning and oven control during the doughnut-muffin practical.	Establishment: place/business/organisation providing H&C Provision: the service offered Pop-up restaurant: temporary restaurant Stadia: large venues for sports/events Vending machine: self-service food/drink machine Meals on wheels: prepared meals delivered to people at home	Lesson 2 commercial/non-commercial and residential/non-residential providers. KS3 knowledge that different customers need different services.	Establishment/provision sorting and customer-fit explanations. Applied recommendation question. Teacher observation of muffin mixing, portioning, baking and organisation.	“An establishment is the place or organisation; provision is the service it offers. Stadia serve large peaks, vending gives rapid self-service and meals on wheels takes prepared food to the service user. Link the model to the customer need.”



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Lesson 4 – Contract Caterers, Charity-Run Providers and Non-Commercial Provision / Practical – Chocolate Brownie Cake	Explain the relationship between a contract caterer, client and service user and how charity-run, subsidised and non-commercial provision is funded. Compare commercial priorities with service-led provision while retaining expectations of safety, quality and suitability. Apply controlled mixing, baking and portioning to a chocolate brownie cake.	Contract caterer: business hired to provide food/drink services Client: person or organisation paying for a service Charity-run provider: uses donations, volunteers or funding to support people Non-commercial provision: not mainly for profit Subsidised: partly paid for by another organisation Service user: person using a support service	Lessons 2–3 provider aims, establishment types, provision and customer groups. Basic understanding of charities and public services.	Contract caterer/client/service-user comparison and non-commercial scenarios. Extended explanation of quality and customer need. Teacher observation of brownie quality, portions and safe routines.	“A contract caterer is hired by a client to provide the service; the client and service user may be different. Charity-run and subsidised provision still requires safe, suitable and consistent food even when profit is not the main aim.”
Lesson 5 – Types of Food Service: Table, Counter and Personal / Practical – Scones	Explain table, counter and personal service and recognise buffet and vending as examples within these service types. Recommend a service style by considering customer needs, speed, staffing, cost, atmosphere and the type of provision. Apply rubbing-in, accurate liquid addition, shaping and baking to produce consistent scones.	Food service: how food/drink are ordered, served and received Table service: food served while customers are seated Counter service: customers go to a counter/display to order, choose or collect food Personal service: food given directly, collected or delivered Buffet: counter service with food on display Vending service: personal service from a machine	Lessons 2–4 providers, customer needs and types of establishment. KS3 practical experience of rubbing-in and portion control.	Food-service classification, comparison and justified recommendation. Retrieval and exit ticket. Teacher observation of rubbing-in, shaping, consistency and clean-down.	“Classify by how the customer receives the food, not by the building. Table service reaches seated customers; counter service requires a service point; personal service is delivered or handed directly. Then justify against speed, staffing, cost and need.”
Lesson 6 – Hospitality Chains, Residential Services and Accommodation / Seasonal Practical	Explain how hospitality chains use shared branding and standards and how residential providers combine accommodation with additional services. Compare en-suite and shared facilities, room service and other features against customer needs, budget and expectations. Apply professional routines, consistency and presentation during the agreed seasonal practical.	Hospitality chain: brand with more than one establishment Residential service: provides accommodation overnight Accommodation: place where customers stay En-suite: private bathroom attached to bedroom Shared facilities: used by more than one guest/room Room service: food/drink delivered to the bedroom	Lessons 2–5 provision, residential/non-residential classification and food service. Familiarity with hotels and accommodation from everyday experience.	Chain/accommodation comparison and customer-needs scenario. Short exam-style explanation. Teacher observation of seasonal-practical consistency, presentation and independence.	“A chain is more than several buildings: it uses a shared brand and expected standards. Residential means the customer stays overnight. Compare room type and additional services with the target customer’s needs, budget and expectations.”

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Lesson 7 – Standards and Ratings: Star Ratings, AA Rosette and Michelin	Explain the purpose of standards and ratings and distinguish hotel star ratings from AA Rosette and Michelin recognition. Compare what each system assesses and explain effects on customer expectations, reputation, pricing and competition. Use retrieval and exam-style questions to prepare for the first full Unit 1 mock.	Standard: expected level of quality, service, cleanliness or facilities Rating: judgement or score showing quality or standard Star rating: shows hotel/guest house facilities, service and accommodation AA Rosette: assesses quality of food in restaurants/hotels Michelin star: recognises outstanding food and cooking Customer expectation: what customers believe they should receive	Lessons 2–6 provision and customer expectations. Prior use of standards, criteria and comparison in KS3 assessment work.	Rating-system comparison table, misconception correction and 4/6-mark exam questions. Mixed retrieval and exit ticket before the mock.	“Hotel stars, AA Rosettes and Michelin stars are not interchangeable. Hotel stars focus on accommodation, facilities and service; Rosettes and Michelin focus on food and cooking. A rating creates expectations that the business must maintain.”
Lesson 8 – Assessment Week 1: Full Unit 1 Mock Examination, Immediate Feedback and Targeted Retrieval	Complete a full Unit 1 mock paper under examination conditions: 1 hour 20 minutes and 80 marks. Apply taught provision, establishment, service, accommodation, standards and ratings knowledge using accurate command-word technique. Use immediate feedback to correct misconceptions, complete targeted retrieval and set a diagnostic improvement target.	Full mock: a complete examination paper used under timed conditions to diagnose strengths and gaps Command word: the instruction that tells the student how to respond and how much development is needed Mark allocation: the number of marks available and an indication of the detail or stages required Scenario: the information about the customer, event or provision that an answer must apply to Feedback: information used to correct and improve future work Reteach: revisiting knowledge or a method in a clearer way after feedback identifies a gap	Lessons 1–7 and all booklet retrieval, application and exam-question practice completed during HT1.	Full 80-mark Unit 1 mock paper under timed conditions. Immediate whole-class feedback, corrections and reteach. Targeted retrieval based on item-level gaps.	“This is a full diagnostic paper, not disconnected quizzes. Read the command word, use the scenario and match depth to the marks. In feedback, repair the cause of lost marks—knowledge, application or development—and rewrite the response.”
Lesson 9 – Standards and Ratings Consolidation / Practical – Naan Bread	Consolidate standards and ratings by comparing their criteria, purpose and relative value in applied scenarios. Explain how awards influence customer choice, business reputation, marketing, pricing and the need for consistent standards. Apply accurate dough preparation, shaping, heat control and presentation to naan bread suitable for a stated provision.	Standard: the expected level of quality, service, cleanliness or facilities Rating: a judgement or score showing the quality or standard of a provision Criteria: the points or requirements used to judge a standard Star rating: shows the standard of hotel or guest-house accommodation, facilities and service AA Rosette: recognises the quality of food served in restaurants and hotels Michelin star: international recognition for outstanding food and cooking	Lesson 7 standards and ratings plus diagnostic feedback from the first Unit 1 mock.	Award/rating comparison and applied customer/business scenarios. 4- and 6-mark developed responses. Teacher observation of naan preparation, consistency and provision suitability.	“Consolidation means comparing and applying, not copying definitions. Name the award, state what it measures and explain how it could affect customer choice, price, reputation or competition.”



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Lesson 10 – Applying Standards to Menus and Customer Experience / Practical – Chicken Curry	Apply standards and ratings to menu range, dietary information, presentation, consistency, service and value for money. Evaluate how a menu and customer experience should match the provision, target customer and advertised standard. Produce chicken curry safely and consistently, adapting portion, accompaniment or presentation for the named customer.	Customer experience: the overall impression created by service, menu, food, facilities, atmosphere and value Menu standard: the expected quality, suitability and consistency of the dishes and information offered Value for money: when the quality and experience feel worth the price paid Presentation: how food is arranged and served attractively Consistency: delivering the same standard each time Target customer: the customer group a menu and experience are designed to suit	Lessons 7 and 9: rating systems, criteria, customer expectations and effects on business reputation.	Menu-standard audit and customer-experience improvement task. Applied 4/6-mark recommendations. Teacher observation of curry safety, consistency, adaptation and presentation.	“A rating is a promise about the likely experience. Menu range, dietary information, presentation, service and price must match the provision and target customer. A recommendation needs a change and the reason it improves experience or success.”
Lesson 11 – Job Roles in H&C: Front of House, Housekeeping, Kitchen Brigade and Management / Practical – Salt and Pepper Chicken	Identify front-of-house, housekeeping, kitchen-brigade and management roles and explain their responsibilities and hierarchy. Explain how communication between areas affects food safety, timing, customer experience and business reputation. Allocate practical responsibilities and prepare salt and pepper chicken using safe raw-poultry controls.	Front of house: customer-facing areas and roles such as reception and waiting staff Housekeeping: the team keeping rooms and public areas clean, safe and ready Kitchen brigade: the organised hierarchy of roles in a professional kitchen Management: roles organising staff, resources, standards, marketing and success Responsibility: a duty or task a job role is expected to complete Hierarchy: a structure showing levels of responsibility and authority	Lessons 2–6: providers and service areas; Lesson 10: customer experience, standards and communication.	Job-role sorting, responsibility matching and practical role-allocation task. Exam-style explanation of communication. Teacher observation of teamwork, raw-poultry control and product quality.	“Job roles sit within areas and hierarchies, but success depends on communication between them. A responsibility is the task the role must complete; the hierarchy shows authority. Link the role to a customer, safety or operational outcome.”
Lesson 12 – Job Roles, Attributes, Qualifications and Experience / Practical – Stir-Fry	Distinguish personal attributes, qualifications and experience and explain routes such as apprenticeships and vocational training. Match person specifications to roles, including marketing and valet work, and justify why particular evidence is suitable. Apply communication, time management, knife skills and controlled high-heat cooking during the stir-fry practical.	Attribute: a personal quality that helps someone do a job well Qualification: evidence of learning or training, such as a GCSE, vocational award, college course or degree Experience: knowledge and skills gained through work or similar activity Apprenticeship: a paid job with training and a recognised qualification Marketing: promoting a business to attract customers and encourage return visits Valet: a front-of-house role that welcomes guests and may park cars	Lesson 11 job-role areas, responsibilities, hierarchy and teamwork. KS3 understanding of personal qualities and training.	Person-specification and role-matching tasks. Applied justification using attribute/qualification/experience. Teacher observation of communication, timing, knife skills and stir-fry control.	“Attributes are personal qualities; qualifications are certified learning; experience is what someone has practised. Do not use them as synonyms. Match the evidence to the role—for example, discretion and communication for valet work, creativity and digital skill for marketing.”

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Lesson 13 – Contract Types and Working Hours / Practical – Festive Sausage Rolls	Explain full-time, part-time, temporary, seasonal, zero-hours and casual contracts and common hospitality working patterns. Match contract types to fluctuating demand and consider advantages and limitations for both employer and employee. Apply organised task allocation, pastry handling, sealing and safe baking to festive sausage rolls.	Employment contract: an agreement explaining the role, hours, pay and conditions Full-time: regular longer hours across most working days Part-time: fewer hours than full-time, often covering particular shifts Temporary: work lasting for a fixed period Seasonal: work offered at busy times of year Zero-hours: a contract with no guaranteed minimum hours; work is offered when needed	Lessons 11–12 job roles, responsibilities, attributes, qualifications and experience. Everyday awareness of part-time and seasonal work.	Contract-type matching and employer/employee scenario analysis. Exam-style explanation of flexible staffing. Teacher observation of pastry handling, sealing, timing and safe working.	“A contract describes hours, duration and conditions; it is not the job role . Match staffing to demand, then consider both perspectives: flexibility can help the business, but unpredictable hours may affect the employee.”
Lesson 14 – Pay, Benefits, Rates of Pay and Seasonal Work / Seasonal Practical	Distinguish salary, wage and rate of pay and explain benefits, tips, bonuses, rewards and seasonal employment. Explain how remuneration affects recruitment, motivation, retention, labour costs and business success. Apply accurate shaping, decoration, portioning and presentation in the agreed seasonal bake.	Remuneration: the money and benefits an employee receives for doing a job Salary: a fixed amount, usually shown as a yearly figure Wage: money paid according to hours worked Rate of pay: the amount paid per hour, shift, week or year Benefits: extras such as holiday entitlement, pension or sickness pay Seasonal work: employment available at particular busy times of year	Lesson 13 contract types, hours and flexible staffing. Numeracy knowledge of hourly rates and total pay.	Pay and remuneration comparisons, simple rate calculations and seasonal-work scenarios. Teacher observation of accurate seasonal baking, decoration and presentation.	“Salary is usually a fixed annual amount; a wage is normally linked to hours worked. Remuneration includes pay plus benefits and rewards. Explain how the package affects recruitment, motivation, retention and labour cost.”
Lesson 15 – Job Roles, Contracts and Pay Consolidation: Exam Practice, Feedback and Reteach	Consolidate job roles, responsibilities, attributes, contracts, working hours, pay and benefits. Diagnose whether errors arise from recall, application, command-word use or underdeveloped explanation. Use feedback and reteaching to rewrite exam responses and set a precise next step.	Job role: a specific position within a hospitality and catering provision Responsibility: a duty or task an employee is expected to complete Attribute: a personal quality that helps someone perform well Contract type: the agreed working arrangement, such as full-time, part-time, seasonal or zero-hours Salary: fixed pay, usually shown yearly Reteach: revisiting knowledge or a method after feedback identifies a gap	Lessons 9–14: standards, menus, roles, attributes, contracts, pay and seasonal working.	Mixed retrieval, misconception correction and exam-question practice. Whole-class feedback and targeted reteach. Complete rewritten response and personal improvement target.	“Use feedback diagnostically. If the role is wrong, repair knowledge; if the contract is unsuitable, reapply it to the scenario; if the answer is short, develop the consequence. Then write a complete improved answer.”

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Lesson 16 – Recall: Provision, Roles and Working Conditions / Practical – Mini Lemon Meringue	Retrieve and apply Unit 1.1 knowledge of provision, establishment types, service, job roles, responsibilities and working conditions. Make connected explanations showing how the type and aim of a provision affect staffing and customer experience. Apply pastry, filling, meringue, timing and presentation controls to mini lemon meringues.	Commercial provision: aims to make a profit Non-commercial provision: provides a service rather than mainly making profit Residential provision: offers accommodation as well as other services Non-residential provision: does not offer accommodation Front of house: areas and roles customers usually see Working conditions: the hours, environment, pay, pressures and expectations attached to a role	Lessons 2–15 and feedback from previous exam-question practice. Practical experience of pastry, whisking and oven control.	Unit 1.1 recall grid and applied provider/staffing scenarios. Command-word check and exit ticket. Teacher observation of mini-meringue timing, pastry, whisking and presentation.	“Recall should connect topics. A provider’s aim affects staffing, roles and working conditions; the chosen service affects which responsibilities matter. Classify first, then explain the consequence for customers or the business.”
Lesson 17 – Success Factors: Labour, Material and Overhead Costs / Practical – Rough-Puff Turnovers	Classify labour, material and overhead costs and explain how selling price, gross profit, net profit and portion control affect success. Apply cost information to practical and business scenarios and justify realistic ways to reduce waste without lowering quality. Produce rough-puff turnovers with accurate portions, controlled lamination and consistent finishing.	Success factor: something that affects how well a provision performs Labour cost: the cost of paying staff for their time and skills Material cost: the cost of ingredients, packaging and items used up Overheads: regular running costs such as rent, energy, insurance and maintenance Gross profit: sales minus material costs Portion control: serving a consistent quantity to manage cost, quality and customer expectation	Lesson 16 Unit 1.1 recall. KS3 knowledge of ingredient cost, portioning, waste and selling products.	Cost-category sorting, profit/portion-control calculations and business recommendation. Teacher observation of rough-puff accuracy, portion consistency, waste and finish.	“Labour, materials and overheads are different cost categories. Gross profit is sales minus materials; net profit accounts for all costs. Accurate portion control protects quality and profit by reducing waste and keeping selling prices reliable.”
Lesson 18 – Supply Theory: Economy, VAT, Exchange Rates and Profit Calculations	Explain VAT, the value of the pound and exchange rates and how economic change affects imported ingredients, prices and demand. Calculate and interpret gross and net profit using clearly labelled working. Complete CGP and exam-style theory tasks because practical rooms are unavailable during examinations.	Economy: the way money is made, spent and managed in a country VAT: Value Added Tax added to many products and services Exchange rate: the value of one currency compared with another Strong pound: the pound buys more foreign currency; imports may be cheaper Weak pound: the pound buys less foreign currency; imports may be more expensive Net profit: gross profit minus all remaining business costs, including labour and overheads	Lesson 17 cost categories, gross/net profit language and basic percentage and money calculations.	VAT, exchange-rate and gross/net-profit calculations. CGP and exam-style scenarios with self-marking and correction. No practical assessment during supply cover.	“A strong pound buys more foreign currency; a weak pound buys less, so imported ingredients may cost more. VAT is not profit. Show each calculation step and label sales, costs, gross profit and net profit before interpreting the result.”



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Lesson 19 – Supply Theory: Environmental Impact, Seasonality, Sustainability, Technology and Media	Explain environmental impact, seasonality, food miles, sustainability and the 3Rs in hospitality and catering. Evaluate how technology and media affect booking, payment, stock control, promotion, customer reviews, cost and reputation. Complete retrieval and CGP exam practice during the second non-practical supply week.	Environmental impact: the effect of food choice, energy, transport, packaging and waste Seasonality: using food naturally available at a particular time of year Food miles: the distance food travels from production to use Sustainability: using resources responsibly to reduce negative impact Technology: digital systems such as apps, websites, cashless payment and booking software Media: printed, broadcast, internet/social and competitive information channels	Lessons 17–18 business costs, profit and economic pressures. KS3 sustainability, food miles, waste and technology knowledge.	Sustainability audit, 3Rs decisions and technology/media scenario. CGP exam questions, retrieval and exit target. No practical assessment during supply cover.	“Sustainability is not just recycling. Reduce waste first, reuse safely where appropriate and recycle what remains. Technology and media can improve booking, stock control and promotion, but also create cost, training and reputation risks.”
Lesson 20 – Assessment Week 2: Full Unit 1 Mock Examination, Immediate Feedback and Reteach	Complete a second full Unit 1 mock paper under examination conditions: 1 hour 20 minutes and 80 marks. Apply provision, staffing, working conditions and business-success knowledge across the complete paper. Use immediate feedback and targeted reteaching to identify gaps in knowledge, application, calculations and extended responses.	Full mock: a complete examination paper used under timed conditions to diagnose strengths and gaps Command word: the instruction that tells the student how to respond and how much development is needed Scenario: the information about the customer, event or provision that an answer must apply to Evidence: a precise fact, example, calculation, record or observation supporting a judgement Feedback: information used to correct and improve future work Reteach: revisiting knowledge or a method in a clearer way after feedback identifies a gap	Lessons 1–19, including the first full mock, supply theory, CGP questions and immediate feedback routines.	Second full 80-mark Unit 1 mock paper under timed conditions. Immediate feedback, corrections and reteach. Diagnostic target for knowledge, application, calculation or extended response.	“Use the same full-paper routine: command word, marks, scenario, accurate knowledge, developed link and check. Feedback must distinguish a factual gap from weak application or calculation, then produce a complete corrected answer.”
Lesson 21 – Front/Back of House Workflow and Production Sequencing / Practical – Chicken Pie	Distinguish front from back of house and explain how layout, communication and workflow affect safe, efficient service. Apply mise en place, production sequencing and dovetailing so tasks finish together at the correct quality. Plan and prepare chicken pie while controlling raw poultry, sauce, pastry, timing and presentation.	Front of house: Areas customers can see or use, such as reception, seating areas, counter service and bar areas Back of house: Areas usually hidden from customers, such as delivery, storage, preparation, cooking and washing areas Workflow: The order and movement of people, food, equipment and information through a provision Production sequencing: Putting tasks into a sensible order so dishes are ready safely and on time Dovetailing: Fitting tasks together so time is used efficiently, for example cooking one item while preparing another Mise en place: Preparing ingredients, equipment and work areas before service or cooking begins	Lessons 11–12 role communication; Lessons 17–19 business success. KS3 mise en place, sequencing and practical timing.	Workflow-area sorting, layout scenario and production-sequence task. 4/6-mark justification. Teacher observation of chicken-pie sequencing, raw-poultry safety, quality and presentation.	“Front of house is customer-facing; back of house supports delivery, storage, preparation, cooking and cleaning. Workflow is movement through the provision; sequencing is task order. Dovetailing uses waiting time productively without compromising safety.”

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Lesson 22 – Equipment, Stock Control, Documentation and Dress Code / Practical – Choux Pastry Éclairs	Identify large and small equipment and utensils and explain how stock control, FIFO, delivery notes, invoices and records support operations. Compare front- and back-of-house dress-code requirements and link them to hygiene, safety and professional image. Select and use equipment accurately and safely to produce choux pastry éclairs.	Large equipment: Fixed or specialist equipment used in a catering kitchen, such as a large oven, bain-marie or floor standing mixer Stock control: The system used to monitor ingredients, materials and equipment so the provision has what it needs FIFO: First in, first out: older stock is used before newer stock to reduce waste and maintain quality Delivery note: A document listing items delivered so staff can check the order is correct Invoice: A commercial document showing items, quantities and costs; it becomes a bill for the buyer Dress code: The expected clothing and appearance for a role, helping staff look professional and work safely	Lesson 21 workflow and mise en place. Existing food-room knowledge of equipment, professional dress and stock/date routines.	Equipment plan, delivery/documentation scenario and dress-code checklist. Applied exam questions. Teacher observation of choux equipment selection, safe dress, piping, baking and hygiene.	“Stock control is a system, not simply counting tins. FIFO, delivery notes and invoices verify quantity, quality and cost. Dress code has two purposes: professional presentation and protection from contamination or injury.”
Lesson 23 – Reducing Food Waste, Sustainability and Technology Retrieval / Practical – Fill and Decorate Éclairs	Explain how ordering, FIFO, portion control, storage and safe reuse can reduce food waste and improve profit. Apply reduce, reuse and recycle, seasonality, food miles and digital technology to sustainable business decisions. Fill and decorate éclairs with controlled piping, consistent portions, professional presentation and minimal waste.	Food waste: Food that is thrown away rather than being used, sold, eaten or safely stored Sustainability: Using resources responsibly so the business can meet current needs without damaging future resources Reduce: Using fewer resources or creating less waste in the first place Reuse: Using an item again instead of throwing it away Recycle: Processing waste materials so they can be made into new products Digital technology: Electronic systems such as apps, web-booking, cashless payment, digital menus and stock software	Lesson 19 sustainability and technology; Lesson 22 stock control, FIFO, documentation and portion accuracy.	Food-waste audit, 3Rs/seasonality decisions and technology retrieval. Extended business-success explanation. Teacher observation of filling, piping, portioning, presentation and waste control.	“Food waste wastes the ingredient and the money, labour, water, energy and storage invested in it. Reduce is preferable to creating waste, while reuse must be safe. Digital stock systems only work when records are accurate.”



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Lesson 24 – Customer Requirements, Rights, Inclusion and Equality / Practical – Pasta Bake	Explain catering, equipment and accommodation requirements and how customer rights, inclusion, equality and accessibility shape provision. Recommend reasonable changes using the customer's stated need without stereotyping or reducing safety and dignity. Adapt and prepare a pasta bake using suitable ingredients, information, equipment and portion control.	Customer needs: What a customer requires from a provision so they can use the service safely and comfortably Catering needs: Food and drink requirements, such as allergies, dietary needs, cultural or religious requirements and suitable menus Accommodation needs: Requirements linked to rooms and facilities, such as accessible bedrooms, ground-floor rooms or en-suite facilities Customer rights: The right to be treated fairly, safely and without discrimination when using a service Inclusion: Making sure all customers can take part and access the provision as fully as possible Accessibility: designing facilities, information or service so customers can use them safely and independently	Lessons 2–6 provision and accommodation; Lesson 10 customer experience and dietary information.	Customer-rights, inclusion and accessibility scenarios. Justified adaptations to catering, equipment and accommodation. Teacher observation of pasta-bake safety, adaptation, portioning and finish.	"Equality means fair treatment; inclusion means people can participate; accessibility removes practical barriers. Do not assume one adjustment suits everyone. Start with the stated need, then change catering, equipment, information or accommodation without reducing dignity or safety."
Lesson 25 – Customer Needs, Expectations and Demographics / Practical – Risotto	Explain how lifestyle, nutritional and dietary needs, money, time, accessibility, demographics and expectations influence customer choice. Adapt menus, service, facilities and value propositions for a named group and justify each decision. Produce risotto with controlled stock addition, timing, texture, seasoning, portion and dietary adaptation.	Customer needs: What customers require from a provision, such as suitable food, facilities, service and access Lifestyle: The way a person lives, including work, hobbies, health choices, beliefs and routines Dietary needs: Food requirements linked to allergies, intolerances, religion, culture, ethics or personal choice Customer expectations: What customers believe a service should provide, such as good service, value, quality and choice Value for money: When a customer feels the price is fair for the quality, portion size, service and experience received Demographics: Information about customers, such as age, location, accessibility needs and money available	Lesson 24 rights, inclusion, equality and accessibility; Lesson 10 menu standards and target customers.	Demographic/customer-needs profile and menu/service adaptation task. Applied recommendation response. Teacher observation of risotto timing, texture, seasoning, portion and safe hot holding.	"Demographics describe groups, but a service should not stereotype individuals. Use scenario evidence—age, lifestyle, dietary need, budget, accessibility and expectations—then adapt menu, portion, service or facilities with a clear reason."

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Lesson 26 – Effective Workflow and Production Planning: Sequencing, Dovetailing and Folder Readiness	Retrieve front- and back-of-house workflow and complete a folder and evidence-readiness check. Construct an operational production plan with commodity and equipment lists, exact sequencing, dovetailing, temperatures, quality points and contingency. Use peer and teacher review to refine the plan before controlled-assessment-style work.	Workflow: The order and movement of people, food, equipment and information through a hospitality or catering provision Production plan: A timed plan that shows how dishes will be prepared, cooked, presented and served Sequencing: Putting tasks in the correct order so food can be produced safely and on time Dovetailing: Fitting tasks together efficiently, such as preparing a salad while pasta cooks Commodity list: A list of ingredients, usually with quantities Quality point: a specific check for safety or the expected colour, texture, temperature, timing or presentation	Lesson 21 workflow, sequencing and dovetailing; Lesson 22 equipment and documentation; accumulated practical-planning experience.	Folder/evidence audit and completed commodity/equipment lists. Production-plan peer review against sequencing, dovetailing, safety and quality criteria. Teacher readiness check.	“A production plan must be operational: quantities, equipment, exact stages, timings, temperatures, quality checks and contingency. Sequencing puts tasks in order; dovetailing overlaps compatible tasks. ‘Make sauce’ is not enough detail.”
Lesson 27 – Health and Safety Laws, Responsibilities and Risk Assessments / Practical – Chicken Disassembly	Explain key health-and-safety duties, employer and employee responsibilities and the purpose of risk assessment. Distinguish hazards, risks and control measures and apply them to front- and back-of-house scenarios. Joint a chicken using safe knife handling, raw-poultry separation, controlled movement and hygienic cleaning.	Health and safety: Rules, training and routines that protect staff, customers, suppliers and visitors from harm Hazard: Something with the potential to cause harm, such as a wet floor, hot oven or chemical Risk: The chance that a hazard will cause harm and how serious that harm could be Control measure: An action taken to remove a risk or reduce it to a safer level Risk assessment: A document that identifies hazards, who may be harmed, risk level and control measures Accident form: A record completed after an accident or near miss	KS3 hazards, hygiene and knife safety plus Lessons 21–26 operational workflow, dress code and documentation.	Employer/employee responsibility questions and completed risk assessment. Hazard-risk-control explanation. Teacher observation of jointing, knife control, raw-poultry separation and clean-down.	“A hazard can cause harm; risk is the likelihood and severity of that harm. A control measure reduces the risk. In a risk assessment, identify who may be harmed and how, then record realistic controls rather than writing ‘be careful’.”

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Lesson 28 – COSHH, RIDDOR, Manual Handling and Accident Forms / Practical – Chicken Goujons and Wedges	Explain COSHH, RIDDOR and Manual Handling Regulations and when PPE, reporting or safer movement is required. Record accidents and near misses accurately and select appropriate immediate and follow-up actions. Prepare chicken goujons and wedges while controlling chemicals, hot equipment, raw poultry and manual-handling risks.	COSHH: Control of Substances Hazardous to Health Regulations; rules for using, storing and controlling hazardous substances safely RIDDOR: Reporting of Injuries, Diseases and Dangerous Occurrences Regulations; serious incidents must be reported by the responsible person Manual handling: Transporting or supporting a load by lifting, carrying, pushing, pulling or moving it PPE: Personal protective equipment, such as gloves, aprons, goggles, oven gloves or non-slip shoes Accident form: A written record of what happened, where, when, the cause, injury, first aid and actions taken Near miss: An incident that could have caused harm but did not cause injury this time	Lesson 27 hazards, risks, control measures, responsibilities and risk assessments.	COSHH/RIDDOR/manual-handling sorting and accurate accident-form completion. Scenario-based control decisions. Teacher observation of goujon/wedge safety, equipment use and risk control.	“COSHH controls hazardous substances; RIDDOR covers specified reportable incidents; manual-handling controls reduce lifting injury. An accident form records facts, not blame. A near miss is useful evidence because it shows where controls need improvement.”
Lesson 29 – Food Safety and HACCP: CCPs, Corrective Actions and Records / Practical – Chicken Biryani	Explain HACCP as a preventive food-safety system and distinguish hazards, critical control points, monitoring, limits and corrective actions. Complete a HACCP-style record and explain how records demonstrate due diligence. Apply temperature, cross-contamination and cooked-rice controls during chicken biryani production.	HACCP: Hazard Analysis and Critical Control Points; a food safety system used to identify hazards and control them before food becomes unsafe Critical control point: A stage where a food safety risk must be controlled, removed or reduced to a safe level Control measure: An action that prevents, removes or reduces a food safety risk Corrective action: What staff must do if something goes wrong, such as reject, re-cook, chill, throw away, clean or report Monitoring: Checking that food safety procedures are working, such as using probes, date checks or fridge temperature logs Due diligence: Evidence that a business has taken reasonable steps to keep food safe	Lessons 27–28 health-and-safety law, controls and records. KS3 cross-contamination, temperature and hygiene knowledge.	Completed HACCP table with hazards, CCPs, monitoring and corrective actions. Exam-style due-diligence explanation. Live biryani temperature, rice-safety and cross-contamination log.	“HACCP is preventive. Identify the hazard, decide where control is critical, state the check, monitor it and record the corrective action. A CCP is not every stage—only a point where loss of control could make food unsafe.”



Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
Lesson 30 – Food-Related Ill Health: Bacteria, Chemicals, Allergens, Intolerances and Labelling / Practical – Chicken Wings and Slaw	Identify bacterial, chemical, allergen and intolerance-related causes of food-related ill health. Distinguish allergy, intolerance and anaphylaxis and apply food-labelling, date-mark and communication controls. Prepare chicken wings and slaw while separating raw poultry from ready-to-eat ingredients and checking safe cooking.	Pathogenic bacteria: Harmful bacteria that can cause food poisoning Food poisoning: Illness caused by eating food contaminated with harmful bacteria, toxins or other hazards Allergen: A food ingredient that can trigger an immune reaction, which may be serious or life-threatening Intolerance: A difficulty digesting or reacting to a food or ingredient, but not usually an immune-system reaction Anaphylaxis: A severe allergic reaction that can affect breathing and may be life-threatening Use-by date: a safety date after which high-risk food should not be eaten	Lesson 29 hazards, CCPs, monitoring and corrective action. KS3 allergy, intolerance, date-mark and raw-poultry safety knowledge.	Cause-of-ill-health classification, allergy/intolerance comparison and label/date-mark scenarios. Teacher observation of wings/slaw raw-poultry separation, cold preparation and cooking checks.	"An allergy involves the immune system and may cause anaphylaxis; an intolerance usually causes symptoms without an immune reaction. Labels and communication are controls, not guarantees. Use-by concerns safety; best-before concerns quality."
Lesson 31 – Symptoms and Prevention of Food-Induced Ill Health / Practical – Fajita Flatbread	Identify visible and non-visible symptoms of food-induced ill health and connect causes to appropriate prevention. Explain controls for cross-contamination, personal hygiene, physical contamination, allergens and time-temperature safety. Produce fajita flatbread safely, applying hot-food, dough, raw-poultry and service controls.	Visible symptom: A symptom that other people may be able to see, such as vomiting, facial swelling or a rash Non-visible symptom: A symptom that may not be obvious to others, such as stomach-ache, feeling sick or weakness Anaphylactic shock: A severe allergic reaction that can affect breathing and may be life-threatening Cross-contamination: When bacteria, allergens or other hazards are transferred from one food, surface or piece of equipment to another Temperature control: Keeping food at safe temperatures during delivery, storage, preparation and service Control measure: An action used to reduce or remove a food safety risk	Lessons 29–30 HACCP, causes of ill health, allergens, intolerances and labelling controls.	Symptom/control matching and extended prevention response. Applied service scenario. Teacher observation of flatbread/fajita sequencing, dough, poultry safety and presentation.	"Visible symptoms can be seen, but non-visible symptoms such as abdominal pain or nausea still matter. Prevention is stronger than reacting after illness: control contamination, time, temperature, allergens, hygiene and foreign objects at every stage."



Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
Lesson 32 – Environmental Health Officer Role: Inspections, Evidence and Reports / Unit 2 Readiness Practical	Explain the role and powers of an Environmental Health Officer and the purpose of inspections, evidence, samples and reports. Describe how complaints, outbreaks, follow-up, enforcement and prosecution protect customers and improve compliance. Demonstrate inspection-ready hygiene, records, presentation and safe working in the Unit 2 readiness practical.	Environmental Health Officer (EHO): A professional who checks that hospitality and catering businesses follow food safety and environmental health laws Inspection: A visit to a business to check food safety standards, hygiene, premises, records and staff practices Evidence: a precise fact, example, calculation, record or observation supporting a judgement Sample: A small amount of food, liquid or surface material collected for testing Enforcement: Action taken to make sure a business follows the law Report: A written record of findings, evidence, actions and recommendations after an inspection or investigation	Lessons 27–31 health and food safety, records, corrective action, symptoms and prevention.	EHO inspection evidence audit and written report/follow-up recommendation. Teacher observation of inspection-ready hygiene, records, safety and presentation in the readiness practical.	“The EHO gathers evidence and checks compliance; the role is not simply to ‘give a hygiene rating’. Reports support advice, follow-up, enforcement or prosecution. Records and staff practice must match what the business claims.”
Lesson 33 – Unit 2 Recap: Nutrition, Menu Planning and Production Planning / Practical – Cheesecake	Retrieve Unit 2 nutrition, menu-planning and production-planning knowledge and apply it to a named customer. Link customer needs to dish choice, portion control, commodities, equipment, sequencing, food safety and presentation. Produce cheesecake while applying setting, chilled-food safety, portioning and controlled presentation.	Macronutrient: A nutrient needed in larger amounts, such as carbohydrate, fat and protein Micronutrient: A nutrient needed in smaller amounts, including vitamins and minerals Balanced diet: A varied diet that provides the nutrients, energy, fibre and water needed for health Menu planning: Choosing suitable dishes for a customer, event or provision while considering nutrition, cost, skills, time and equipment Portion control: Serving a consistent amount of food so nutrition, cost and presentation are controlled Sequencing / dovetailing: Planning tasks in a logical order so dishes are completed safely and on time	KS3 nutrition and meal planning plus Lessons 21–26 workflow, customer needs, commodity/equipment lists and production planning.	Nutrition/customer-needs questions, menu justification and completed production-plan components. Teacher observation of cheesecake setting, chilled-food safety, portioning and presentation.	“Unit 2 decisions must link: the customer need shapes the menu; the menu determines commodities, equipment and sequence; the plan controls safety, timing and quality. Nutrition should be specific to the person, not a generic list.”



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Lesson 34 – Practice NEA Launch: Scenario Analysis, Customer Needs and Dish Choices	Analyse a current-style practice scenario and identify the customer, event, dietary, time and facility constraints. Select realistic dishes that show suitable skill and justify each choice using evidence from the brief, nutrition and customer needs. Begin a practice menu, research and planning record without treating it as the live Year 11 assessment.	Practice NEA / mock controlled assessment: A practice version of the controlled assessment process used to prepare for Year 11 Scenario: the information about the customer, event or provision that an answer must apply to Brief: The task instructions that explain what the menu or dishes must achieve Customer needs: Requirements linked to age, lifestyle, diet, medical needs, accessibility, time available or value for money Dish choice: The food items selected for the menu Justification: A clear explanation of why a dish is suitable, using evidence from the scenario	Lesson 33 Unit 2 recap and the year-long practical thread of nutrition, safety, planning, presentation and review.	Annotated scenario and constraint list. Dish shortlist with evidence-based justifications and initial skill/safety check. Teacher review of realism and brief fit.	“Start with the exact scenario. Underline customer, event, dietary, time and facility constraints; then select realistic dishes that show suitable skill. A justification links the choice to evidence from the brief—it is not ‘because I like it’.”
Lesson 35 – Mock Week Revision Drop-In: Unit 1 Revision Café	Retrieve key Unit 1 knowledge through flexible, attendance-proof revision tasks during mock disruption. Use CGP and exam questions to target provision, staffing, operations, safety and business-success gaps. Respond to immediate teacher feedback and record one focused revision action; no new core practical content is introduced.	Retrieval practice: remembering key knowledge without using notes first Provision: the type of hospitality and catering service offered to customers or service users Workflow: the order and movement of people, food, equipment and tasks through front and back of house HACCP: a food safety system used to identify hazards, control risks and keep records Command word: the instruction that tells the student how to respond and how much development is needed Feedback: information used to correct and improve future work	All Unit 1 content from Lessons 1–32 and feedback from two full mock papers.	Flexible retrieval stations, CGP/exam questions and live mini-feedback. Self-marking, correction and one focused revision target. No formal mock or new practical content.	“Revision Café is flexible but purposeful. Retrieve without notes, choose the weakest area and correct it with model answers. No student should miss new core content because of mock attendance.”
Lesson 36 – Mock Week Revision Drop-In 2: Unit 1 and Practice NEA Readiness	Strengthen weak Unit 1 areas and connect them to the second practice brief and Unit 2 planning decisions. Evaluate dish suitability and draft precise commodity, equipment, sequencing, dovetailing and organoleptic-testing ideas. Prepare independently for the final timed practical while allowing students with partial attendance to rejoin fairly.	Scenario: the information about the customer, event or provision that an answer must apply to Justification: a clear explanation of why a choice is suitable, using evidence from the scenario Commodity list: a list of ingredients with quantities needed for a dish or menu Equipment list: a list of tools and equipment needed to make and serve dishes safely Dovetailing: organising tasks so time is used efficiently and dishes are ready together Organoleptic testing: using the senses to judge appearance, aroma, taste and texture	Lesson 34 practice brief analysis and dish choices; Lesson 35 self-identified Unit 1 revision gaps.	Targeted Unit 1 retrieval plus second-brief dish-suitability check. Commodity/equipment lists and sequencing/dovetailing mini-plan. Immediate teacher feedback on readiness.	“Connect Unit 1 knowledge to planning: provision and customer needs shape the dish; workflow and safety shape the plan; business factors shape cost and practicality. Each list must be specific enough to use in the timed trial.”



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Lesson 37 – Practice NEA 2 Timed Practical: Second-Brief Dish Trial, Photographs and Food-Safety Evidence	Complete a realistic timed dish trial from the second practice brief, working safely and as independently as possible. Follow a production plan, dovetail tasks, monitor food-safety and quality points and record corrective actions. Collect clear process and final-outcome photographs and present the dish suitably for the customer and event.	Practice NEA 2: A second mock controlled-assessment style practical used to practise responding to a different brief before Year 11 Dish trial: A practice cook used to test suitability, skills, timings, presentation and possible improvements Food safety control: An action used to reduce food safety risk, such as handwashing, separate equipment, temperature control or allergen control Photographic evidence: Clear photographs that show the finished dish, presentation, portioning and quality Corrective action: What you do if something goes wrong, such as cooking for longer, chilling safely, replacing contaminated food or changing a process Quality point: A check linked to the expected outcome, such as colour, texture, shape, seasoning, temperature or presentation	Lessons 34–36 scenario analysis, dish justification, commodity/equipment lists and production-plan preparation; accumulated practical skills.	Teacher observation against independence, timing, safety, skill and presentation criteria. Photographic evidence, live safety/quality log and corrective-action record. Final dish outcome review.	“The evidence must show the process, not only a final plate. Follow the plan , record safety and quality checks, and take clear photographs before tasting or moving the dish. If something changes, record the corrective action and why.”
Lesson 38 – Practice NEA 2 Review and Dish Research for September	Review Practice NEA 2 using precise organoleptic evidence and compare the outcome with the brief. Audit waste and identify specific improvements to ingredients, method, timing, food safety, portioning or presentation. Research realistic September dish ideas against skills, nutrition, cost, time, equipment and possible adaptations.	Organoleptic testing: Testing food using the senses: appearance, aroma, taste, texture and sound where relevant Sensory descriptor: A precise word used to describe food, such as crisp, creamy, golden, bland, moist or over-seasoned Dish research: Collecting and comparing dish ideas, recipes, skills, nutrition links and possible adaptations Adaptation: A change made to a dish to meet a customer need, dietary need, time limit or skill requirement Menu justification: Explaining why a dish is suitable for a brief, using evidence from nutrition, customer needs and practical constraints Waste review: Checking what was unused, spoiled or thrown away, and identifying how waste could be reduced next time	Lesson 37 timed practical, photographs, safety log, quality checks and corrective actions.	Organoleptic testing record, brief comparison, waste audit and specific improvement. Dish-research bank with skills, nutrition, risk and adaptation evidence. Year 11 readiness target.	“Organoleptic testing uses precise sensory evidence. ‘Nice’ is not evaluative; describe colour, aroma, taste and texture, compare with the brief, then propose a specific ingredient, method, timing or presentation change. Include waste evidence.”



Lesson / Learning Sequence	Intended Knowledge	Tiered Vocabulary	Prior Knowledge	Assessment	Scripting for the most difficult concepts
Lesson 39 – Year 11 Brief-Launch Readiness and Dish Research Portfolio	Build a Year 11 readiness portfolio containing a realistic dish shortlist and evidence-based menu justifications. Draft commodity and equipment lists and production-plan ideas using sequencing, dovetailing, safety and quality checks. Judge each option against customer need, nutrition, skill, time, facilities and presentation without pre-selecting live assessment dishes.	Dish shortlist: A small group of realistic dish ideas that could be developed once the brief is launched Menu justification: A clear explanation of why a dish is suitable, using evidence from the scenario, nutrition, customer needs and practical constraints Commodity list: A list of ingredients with accurate quantities for each dish Equipment list: A list of tools, utensils and equipment needed for preparation, cooking, presentation and serving Sequencing / dovetailing: Putting tasks in a logical order and fitting tasks together to save time Year 11 readiness: How prepared you are to begin the real controlled-assessment process confidently and independently	Lesson 38 organoleptic review, waste audit, specific improvements and initial dish-research bank.	Completed dish shortlist and scorecard. Menu justifications, commodity/equipment lists and draft production-plan ideas. Teacher check of portfolio quality and September readiness.	"This portfolio prepares students to respond quickly in September; it does not pre-select live assessment dishes. Shortlist realistic options and justify them against customer need, nutrition, skill, time, equipment, safety and presentation."